

- Read each sentence, using context clues to determine the meaning of the boldfaced Vocabulary Word. Then write each Vocabulary Word after its definition.

There was a **plenitude** of plant life in the rainforest.

A **multitude** of birds flew overhead.

Small animals **scurried** on the jungle floor.

We wondered what it was like **eons** ago, when Earth was young.

We sat down and **pondered** what to explore next.

That's when I noticed we were on a **peninsula**, not an island.

1. ample amount; abundance _____
2. ran lightly; scampered _____
3. longest divisions of geologic time _____
4. land surrounded by water on three sides _____
5. a very great number _____
6. weighed carefully in the mind _____



- Follow the directions below.

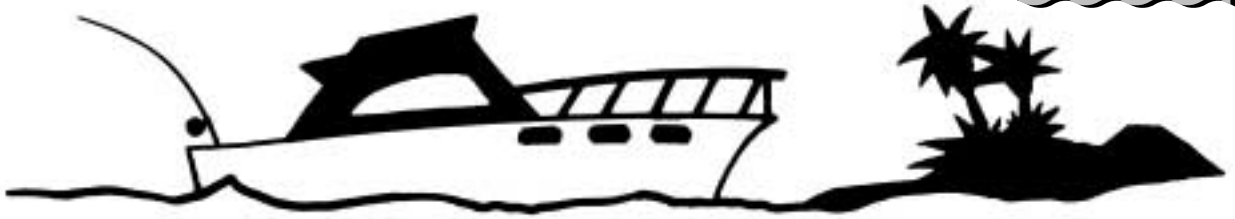
7. Write a sentence about Earth when dinosaurs existed. Use the Vocabulary Word **eons** in your sentence.

8. Write a sentence about an experience you had exploring the natural world. Use the word **plenitude** in your sentence.



Write a short story that takes place **eons** ago. Use your Vocabulary Words.

- Read the paragraph. Then circle the letter of the best answer to each question.



A small fishing boat transported us to the island. “Be careful, and be sure to be back at the dock at four o’clock,” the captain said as he dropped us off. We had a fascinating day exploring the lush island with its multitude of wild animals. Late in the afternoon, Danny had the misfortune of twisting his ankle. He moved so slowly and painfully, I thought it would be impossible to reach the dock by four o’clock, but we made it. In a few days Danny’s ankle had healed. We couldn’t stop talking about our wonderful trip.

- 1 What does the word *wonderful* mean? —

A full of wonder
B without wonder
C needing wonder
D the act of wondering

**Tip**

What is the root of the word *wonderful*? What meaning does the suffix *-ful* add?

- 2 What is the root of the word *misfortune*? —

A for
B fortune
C mis
D fortunate

**Tip**

Remove the prefix. What word is left?

- 3 Which word does NOT have the same prefix as the word *impossible*? —

A immovable
B image
C impolite
D imbalance

**Tip**

Think of the meaning of *im-* in the word *impossible*, and compare it to the meaning of *im-* in the answer choices.



Name _____

- **Read each question. Then write the keywords that you would use to search the Internet for the answer. Use quotation marks (“ ”) at the beginning and end of a phrase if you want the whole phrase to be part of your search.**

1. Are Florida's Everglades classified as a national park?

_____ AND _____

2. How has development affected the wildlife of the Everglades?

_____ AND _____ AND _____

3. What is the most unusual plant that grows in the Everglades?

4. Where is a good place to stay for visitors of the Everglades?

5. Which Native Americans live near the Everglades?

_____ AND _____

- **Answer the questions about using a card catalog.**

6. What type of card would you look for to see whether a library has a book on the Everglades?

7. What two types of cards would you use to find a book by William Thompson about the Everglades?

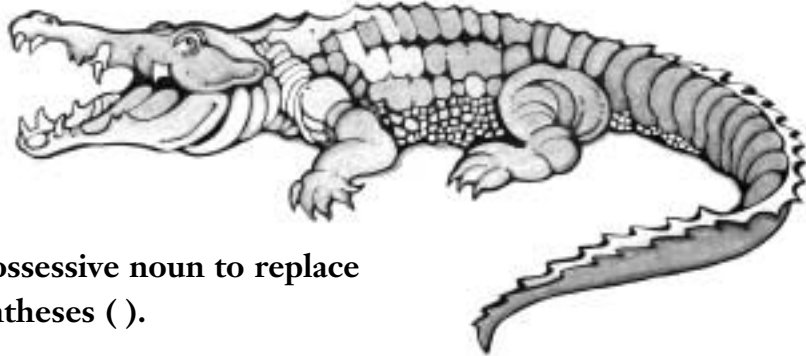
8. Which title comes first in the card catalog? Why? *Animals of the Everglades*, *Birds of the Everglades*, *An Adventure in the Everglades*.



Skill Reminder

- A **possessive noun** shows ownership.

- To form the possessive of most singular nouns, add an apostrophe and the letter s ('s).
- To form the possessive of a plural noun that ends in the letter s, add only an apostrophe (').
- To form the possessive of a plural noun that does not end in the letter s, add an apostrophe and the letter s ('s).



- Write a singular possessive noun to replace each word in parentheses ().

1. (Shaneesha) _____ voice sounded excited.
2. "The (alligator) _____ mouth had millions of small pointy teeth," she told her friend Denice.
3. Her (friend) _____ eyes grew wide.
4. Denice marveled, "You would have been bitten if the (mangrove) _____ low branches hadn't saved you!"

- Write a plural possessive noun to replace each word in parentheses ().

5. "All mangrove (tree) _____ branches are low," Shaneesha reassured Denice.
6. Shaneesha explained that she had been more frightened of the (paths) _____ twists and turns than she had been of the animals.
7. Shaneesha hadn't liked the (swamps) _____ insects.
8. (Women) _____ voices singing in the distance calmed her down.

**TRY
THIS!**

Write six sentences about things your friends or family members own. Use singular possessive nouns in three of the sentences and plural possessive nouns in the other three.

Skill Reminder • "Silent" letters are often found in these
consonant pairs: *sl (s); gn (g); lm, lf, lk (l); mn (n); wr, sw (w)*.

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

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SPELLING WORDS

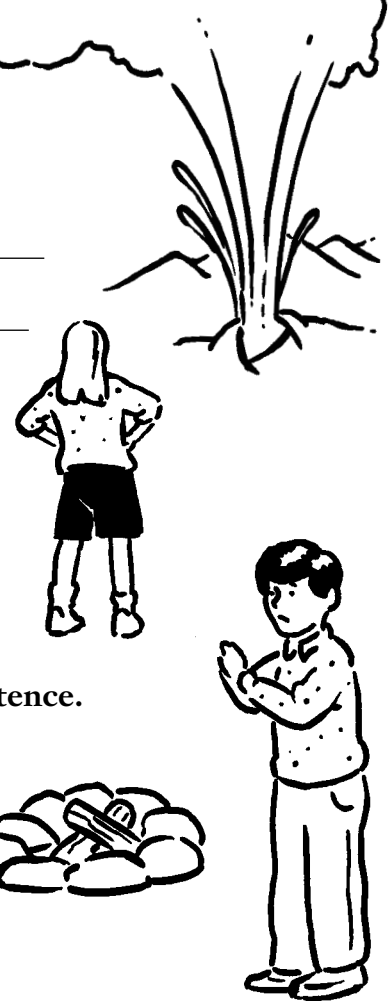
1. *island*
2. *design*
3. *calm*
4. *column*
5. *sword*
6. *half*
7. *yolk*
8. *walked*
9. *talk*
10. *chalk*
11. *wrinkled*
12. *wrong*
13. *autumn*
14. *solemn*
15. *aisle*
16. *foreign*
17. *lightning*
18. *benign*
19. *glistened*
20. *resign*



- As you read the paragraph, use context clues to determine the meaning of each boldfaced Vocabulary Word. Then write each Vocabulary Word next to its definition.

In the park, water supplies had **dwindled** to a fifty-year low. It seemed as if the spray from the **geyser** was the only source of water around. Every camper tried to follow the **policy** of drenching his or her campfire to make sure that no **embers** remained lighted. A forest fire started anyway, though, because lightning ignited the brush, which was dry as **tinder**. The resulting fire soon burned small trees and the leaves and branches in the **canopy** above. When the wind shifted, the fire **veered** first one way and then the other.

1. underground water that is naturally heated and then shoots out from the ground _____
2. dry twigs and leaves that easily catch fire _____
3. turned sharply from a straight direction _____
4. in a fire, glowing pieces of wood _____
5. a rooflike covering _____
6. shrank in size, value, or quantity _____
7. the set of rules of an organization _____



- Write the Vocabulary Word that best completes each sentence.

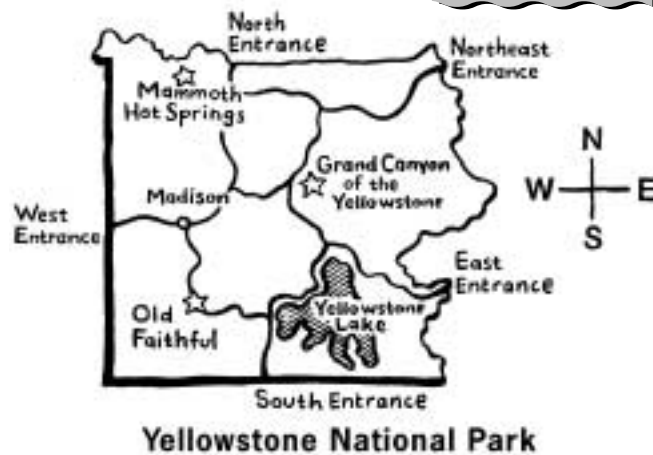
8. We watched the _____ shoot steam into the air.
9. As we hiked, our water supply _____.
10. Under the ash, _____ still glowed.



Write three sentences that describe a *canopy*. Use descriptive words to tell how it looks, feels, or sounds.

- **Read the paragraph. Look at the map. Then circle the letter of the best answer to each question.**

Yellowstone National Park has more than 2 million acres. Visitors to the park enjoy seeing the Grand Canyon of Yellowstone, the geyser called Old Faithful, and Yellowstone Lake. Year round, visitors can see bison. The bison graze in the meadows between Old Faithful and Madison.



- 1 What information in the passage does the map help you understand?

A the location of bison in the park
B the size of the park
C the depth of the Grand Canyon of Yellowstone
D how Old Faithful looks

**Tip**

Think about information that is in both the passage and the map. Decide which information the map helps you understand.

- 2 Which of the following is directly north of Yellowstone Lake?

F Madison
G Old Faithful
H Grand Canyon of Yellowstone
J Mammoth Hot Springs

**Tip**

Find Yellowstone Lake on the map. The compass rose will help you find the spot that is north of the lake.

- 3 Which of the following do you learn from the map, but not from the passage?

A that Old Faithful is in Yellowstone Park
B the number of bison in the park
C that bison can be seen all year
D that bison are found on the west side of the park

**Tip**

Look for information found only on the map. Remember, a map usually helps you visualize location.



SCHOOL-HOME CONNECTION With your child, draw a map of your home or neighborhood. Have your child mark and label important places. Be sure to show where north is on the map.

- Read the paragraphs. Then answer the questions.

The Yellowstone Fires

On May 24, 1988, the fire season in Yellowstone began when lightning struck a tree in the northeastern part of the park. On June 23, lightning started another fire, in the southern part of the park. Two days later, another bolt of lightning started a fire, in the northwestern section of the park. Nobody tried to put out these fires because the summer rains were expected to begin soon.

Unexpected Problems

That summer, however, the rains did not come. By mid-July, 8,600 acres of forest had burned. Throughout July and August, the fires grew, jumping rivers, roads, canyons, and parking lots. By August 20, more than 150,000 acres had burned. By September 6, fire fighters had moved in to defend the area around Old Faithful. The fire that was threatening the geyser had started on July 22 and had grown since then.

Unexpected Relief

At the last moment, on September 7, the wind shifted, and the fire turned away from Old Faithful. Finally, on September 10, rain began falling. The next day, snow began to fall. Scattered fires continued to burn until November, but the worst was over.

1. In what kind of text structure are events told in the order they happened?

2. Which subhead tells you about how things got better? _____

- Fill in the blanks with what happened on each date shown on the time line.

© Harcourt

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Skill Reminder

• A **pronoun** is a word that takes the place of one or more nouns. • Pronouns show number and gender.

Number tells whether a pronoun is singular or plural. **Gender** tells whether the pronoun is masculine, feminine, or neuter. • The **antecedent** is the noun or nouns to which the pronoun refers.

► Write a pronoun to replace the word or words in parentheses ().

1. Lightning struck suddenly, and (**the lightning**) _____ quickly caused fire to break out.
2. Animals roamed the parks, and (**the animals**) _____ might be in danger.
3. Two fire fighters came too close, and the fire almost burned (**the fire fighters**) _____.
4. Fire crews knew that (**the fire crews**) _____ could not control the raging fires.
5. On smoky days, the sun was so dim that (**the sun**) _____ looked like the moon.



► Rewrite each sentence, replacing the underlined word or words with a pronoun.

6. Mark, a fire fighter, looked at the buildings near Old Faithful, and Mark was worried.

7. Of the eight major fires burning in Yellowstone Park, one of the fires was moving toward the geyser. _____

8. The fire almost reached the inn, but a shift in the wind kept the fire away from Old Faithful. _____



Write five sentences about a natural event such as a fire or storm. Use as many nouns and pronouns as possible. Then identify each pronoun and the word it refers to.

Skill Reminder

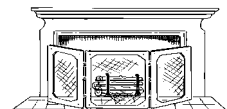
• A compound word is made by combining two or more smaller words. The spelling of these smaller words remains the same. • Some compound words are written as one word, some are written as two words, and some are hyphenated.

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

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SPELLING WORDS

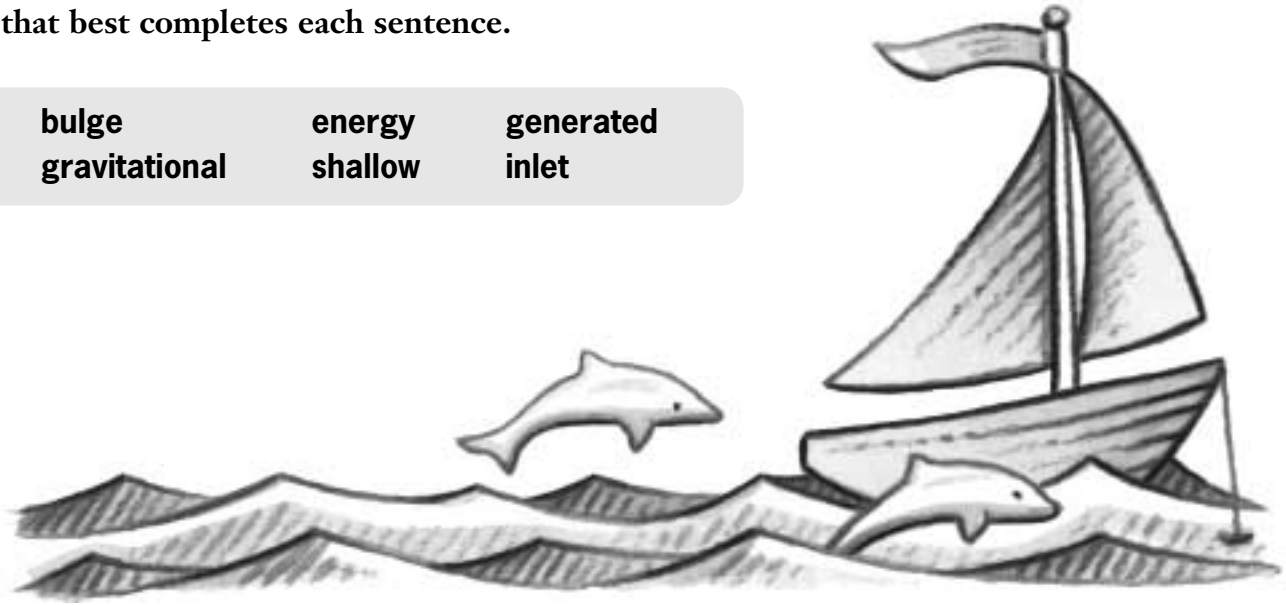
1. *basketball*
2. *seventy-five*
3. *rock band*
4. *everybody*
5. *fireplace*
6. *anything*
7. *take-off*
8. *skateboard*
9. *homework*
10. *two-thirds*
11. *high school*
12. *railroad*
13. *motorcycle*
14. *vice president*
15. *strawberry*
16. *freeway*
17. *car pool*
18. *comic strip*
19. *fine arts*
20. *forty-two*



Name _____

- Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

bulge **energy** **generated**
gravitational **shallow** **inlet**



1. The _____ pull of the moon and the sun affects the daily tides.
2. The high tide created a _____ in the ocean water.
3. During low tide, the water can be so _____ the muddy bottom can be seen.
4. The boats were anchored in a narrow _____ near the island.
5. In the past, underwater earthquakes have _____ damaging waves.
6. People have often wondered how to use the _____ of waves.

- Write the Vocabulary Word with the opposite meaning of each word or phrase.

7. sunken area _____
8. deep _____
9. destroyed _____



Write a paragraph about an underwater earthquake. Use all of your Vocabulary Words.

- Read the passage. Then circle the letter of the best answer to each question.

People have used various methods to measure the depth of the ocean. Long ago sailors lowered a rope over the side of the ship. When the end of the rope touched bottom, they knew how deep the water was. Today scientists measure the depth of the water with an echo sounder. It bounces sound waves off the bottom of the ocean. The depth of the ocean is determined by the amount of time it takes the sound waves to travel.

- 1 What is the main idea of this passage?
- A Ropes measure the depth of the ocean.
 - B Echo sounders measure the depth of the ocean.
 - C Sailors measure the depth of the ocean.
 - D Different methods have been used to measure the depth of the ocean.

**Tip**

Find the sentence in the paragraph that summarizes the passage.

- 2 How is this passage organized?
- F The main idea is first. The details follow.
 - G The main idea is in the middle. The details are first and last.
 - H The details are first. The main idea is last.
 - J There are only details.

**Tip**

Think about the kinds of sentences that follow the main idea.

- 3 Which of the following is a detail in this passage?
- A Various methods have been used to measure the ocean's depth.
 - B Sailors sail on ships.
 - C Echo sounders bounce sound waves off the bottom of the ocean.
 - D Diving can take sailors into deep water.

**Tip**

Look back at the passage. Find the answer choice that is a detail.



Skill Reminder

• **Subject pronouns** take the place of a noun or nouns in the subject. *I, you, he, she, it, we, and they* are subject pronouns. • **Object pronouns** take the place of a noun after an action verb or a preposition. *Me, you, him, her, it, us, and them* are object pronouns.

► Write a subject pronoun to replace the word or words in parentheses ().

1. (Kevin) _____ knows what causes tides.
2. (Mrs. Farnham) _____ had explained the process.
3. (Tides) _____ are the result of gravitational pull.

► Write an object pronoun to replace the word or words in parentheses ().

4. Spring tides occur when the combined pull of the sun and the moon produce (spring tides) _____.
5. The ocean water in a wave does not move along with (the wave) _____.
6. Marie helped Kevin by drawing a wave diagram for (Kevin) _____.



► Rewrite each sentence with a subject or an object pronoun that fits in each blank.

7. The land is affected by the water surrounding _____.

8. _____ took photographs of beach erosion. _____

9. Marvin and I collected rocks, and _____ saw that _____ were worn smooth by the waves. _____

Skill Reminder Words and phrases that sound similar will not be troublesome if you remember which spelling goes with which usage.

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

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20. _____

SPELLING WORDS

1. *anyway*
2. *any way*
3. *all right*
4. *every one*
5. *everyone*
6. *already*
7. *all ready*
8. *a lot*
9. *its*
10. *it's*
11. *your*
12. *you're*
13. *who's*
14. *whose*
15. *there's*
16. *theirs*
17. *anyone*
18. *any one*
19. *altogether*
20. *all together*

- Read the Vocabulary Words. Then read the groups of related words. Write the Vocabulary Word that belongs in each group.

sensors**lagoon****meander****reef****atoll****barren**

1. island
peninsula
continent

2. lake
pond
ocean

3. coral
sand
ridge

4. detectors
monitors
electronics

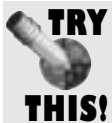
5. empty
lifeless
bare

6. wind
twist
turn

- Write the Vocabulary Word that best completes each sentence.

The (7) _____ was formed when the volcano sank into the ocean.

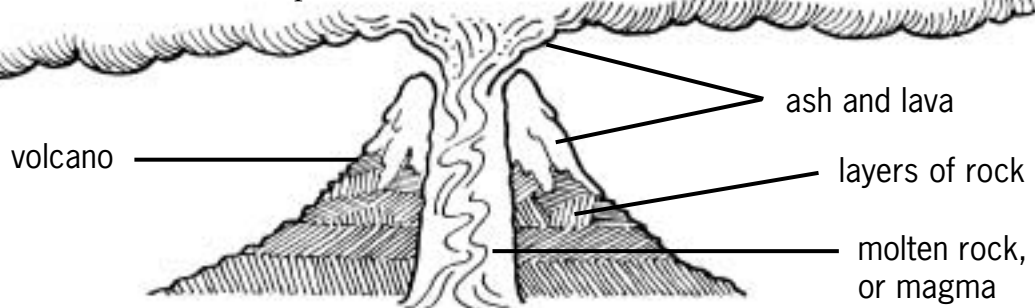
The ring of land was formed by a coral (8) _____. The center of this kind of island is a (9) _____. People sometimes (10) _____ around islands like this. They use (11) _____ to look for metal objects under the ground. Usually, the islands are (12) _____, with little or nothing on them.



Write a paragraph about a visit to another planet. Include these Vocabulary Words in your paragraph: *meander*, *barren*, *sensors*, *lagoon*.

- Read the paragraph. Look at the diagram. Circle the letter of the best answer to each question.

Volcanoes are reminders that the Earth is always changing. Volcanoes can help to support life. In the waters of the South Seas, the submerged sides of volcanoes support corals, which form coral reefs. Volcanoes can also endanger life. If a volcano erupts, hot lava and ash spew out. A river of hot lava may then flow down the sides of the mountain, destroying everything in its path—plants, animals, buildings, and people. Volcanoes show the power of nature.



An Erupting Volcano

- 1 Which part of the passage does the diagram clarify?
- A that volcanoes remind us that the Earth is changing
 - B how the submerged sides of volcanoes support corals
 - C how hot lava and ash spew out of erupting volcanoes
 - D that a river of hot lava can destroy animals and people



Tip

Read the title and labels on the diagram.

- 2 Which of the following do you learn about from the diagram but not from the passage?
- F the formation of a coral reef
 - G the inside of a volcano
 - H the powerful nature of a volcano
 - J the value of volcanoes



Tip

Which answer choice is not covered in the passage?



Name _____

HOMEWORK

**Seeing Earth
from Space**

Synthesize

- **Read the list of facts on these two index cards. Then answer the questions.**

- a. *The Viking satellite photographed Mars.*
b. *The average temperature on Mars is much colder than on Earth.*
c. *A round trip from Earth to Mars could take from two to three years.*

from *Pioneering Space* by Sandra Markle, N.Y., Atheneum, 1992.



- d. *In 1976 two space probes, Viking landers, touched down on Mars.*
e. *Two spacecraft launched in 1996 continue to study Mars from orbit and from the surface.*
f. *Mars has dust storms strong enough to bury a space probe.*

from *Space Exploration* by Carol Stott. NY: Alfred K. Knopf, 1997.

- 1.** What three facts would you use to write about the difficulty astronauts might have exploring Mars? Write them on the lines.

- 2.** Write a specific conclusion that you can draw from these three facts. _____

- 3.** What three facts would you use to tell how scientists have learned about Mars? Write them on the lines.

- 4.** Write a specific conclusion you can draw from these three facts. _____



SCHOOL-HOME CONNECTION Have your child interview two family members and ask them questions about a favorite childhood memory.

Then have your child use the responses to write a paragraph titled "How Adults Remember Childhood."

Skill Reminder • **Possessive pronouns** show ownership and take the place of a noun. The possessive pronouns *my, our, your, his, her, its*, and *their* are used before nouns. The possessive pronouns *mine, ours, yours, his, hers, its*, and *theirs* stand alone.

- Choose the correct possessive pronoun from the two choices in parentheses (). Write it on the line.

1. Patricia Lauber was inspired to write “Seeing Earth from Space” by _____ fascination with images of Earth as seen from space. (**her, hers**)
2. Frank Borman was an astronaut, and _____ spacecraft was the *Apollo 8*. (**his, its**)
3. _____ fellow astronauts were James A. Lovell, Jr., and William A. Anders. (**His, Her**)
4. The photographs they took of Earth give us a different view of _____ planet. (**our, ours**)
5. When they see Earth from space, astronauts are amazed at _____ beauty. (**their, its**)

- Underline the incorrect possessive pronoun in each sentence. Then rewrite each sentence correctly on the lines below.

6. Earth belongs to all of us. It is our.

7. The responsibility for Earth is your as well as mine.

8. All people must do theirs part to protect our planet.



Skill Reminder

• There are no rules that tell whether to use -ant or -ent. Sometimes it helps to think of the spelling of a related word—for example, *absence/absent*, *instance/instant*.

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

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SPELLING WORDS

1. *absent*
2. *servant*
3. *present*
4. *instant*
5. *accident*
6. *assistant*
7. *current*
8. *moment*
9. *resident*
10. *ignorant*
11. *pleasant*
12. *distant*
13. *innocent*
14. *intelligent*
15. *restaurant*
16. *patient*
17. *government*
18. *statement*
19. *migrant*
20. *participant*



- Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

translation

publicity

features

piercing

advanced

We couldn't understand a word the creatures said, so we turned to our trusty

(1) _____ machine for help. All of the creatures had

(2) _____ eyes that seemed to penetrate into our thoughts.

Their other (3) _____, especially their mouths, seemed very small.

Soon it became clear that they wanted to brag about how (4) _____ their civilization was. They had even printed up advertising flyers to get themselves a

little free (5) _____!

- Write the Vocabulary Word that best fits with each group of words.

mouth

ears

nose

chin

newspaper

radio

flyers

announcements

6. _____

7. _____

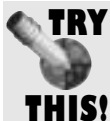
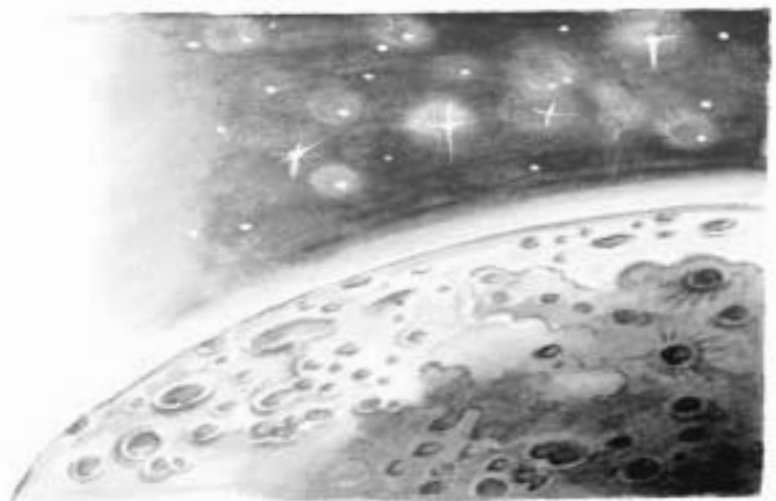
civilized

smart

ahead

cultured

8. _____



Write the first paragraph of a science-fiction story. Use at least three Vocabulary Words in your paragraph.

- Read the paragraph. Then circle the letter of the best answer to each question.



Many books contain accounts of UFO sightings and close encounters with extraterrestrials, or creatures from other planets.

People have even described being taken to other planets and returning home safely. It seems that for some people, the idea of aliens from other planets is appealing. Many years of alleged sightings have raised unanswered questions. Until proof is provided, we must assume that extraterrestrial life does not exist.

- 1 What is the main idea of this paragraph?

- A People claim to have been taken to other planets.
- B Many people have seen aliens.
- C There is no proof that extraterrestrial life exists.
- D Many books contain accounts of UFO sightings.

**Tip**

Which answer choice best expresses the author's important ideas and feelings about the topic?

- 2 Which detail supports this main idea?

- F People have described returning home safely.
- G The idea of aliens is appealing.
- H Proof of aliens has raised questions.
- J Years of alleged sightings have not provided answers.

**Tip**

Which answer choice gives more information about the author's opinion?

- 3 Which of these details could also be used to support the main idea?

- A Roswell, New Mexico is a well-known UFO center.
- B Weather balloons have sometimes been mistaken for flying saucers.
- C TV shows like *The X-Files* show how aliens might interact with people.
- D People often fear what they do not know.

**Tip**

Choose the detail that could be used to show why there is no "firm proof."



SCHOOL-HOME CONNECTION Have your child read several paragraphs from a textbook and identify the main ideas. Which main ideas are stated? Which have to be figured out from the details the writer includes?

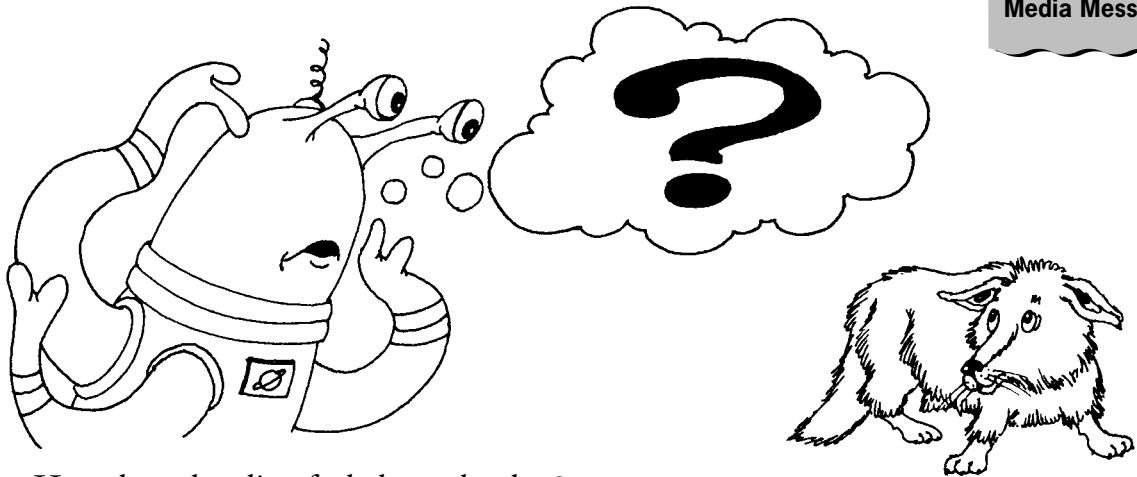
Name _____

HOMEWORK

**The Case of the
Flying-Saucer
People**

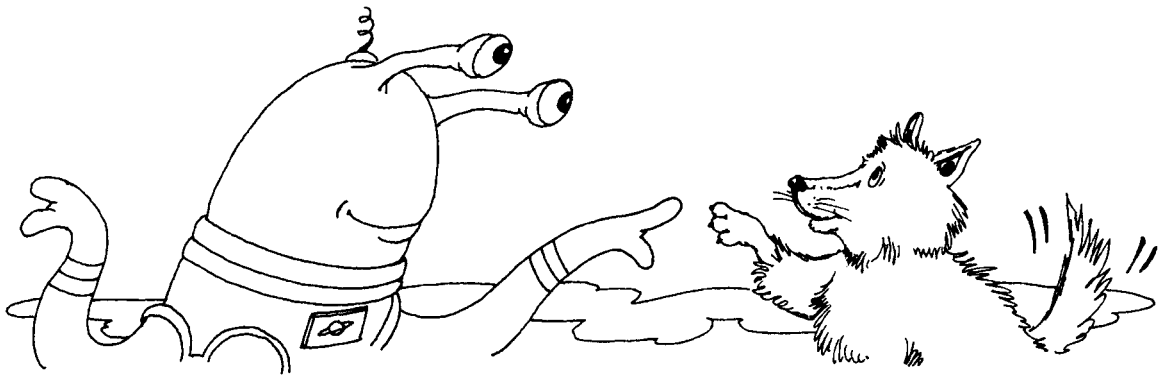
Media Messages

- Look at the pictures. Then answer the questions below.



1. How does the alien feel about the dog?

2. How does the dog feel about the alien? _____
3. Suppose this was a photo in a newspaper. On whom would the newspaper focus if it wanted to show that aliens are curious about dogs?



4. From the evidence in the picture, what will probably happen next?

5. How do the alien and the dog feel about each other now?

6. If you were a newspaper reporter, how would you write the first sentence in this story, based on the picture?

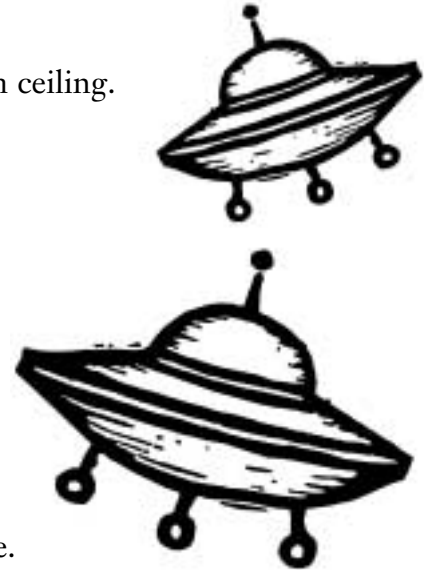


Skill Reminder

- The **case** of a pronoun is the form that shows how it is used in a sentence.
- A subject pronoun is in the **subjective case**.
- An object pronoun is in the **objective case**.
- A possessive pronoun is in the **possessive case**.

- In the sentences below, underline the subject pronouns once. Underline the object pronouns twice. Circle the possessive pronouns.

1. Dan and I heard a strange noise coming from my bedroom ceiling.
2. He said that something must be drilling through our roof.
3. We saw something that startled him more than me.
4. Aliens were coming to visit us.
5. They smiled, and their skin seemed to glow.



- Write the kind of sentence asked for in each question.

6. Write the sentence that has a pronoun in the objective case.

- A She loves to read books about aliens.
- B *Weird Stories* is her favorite book.
- C The author, Dan Salvage, wrote a letter to her.

7. Write the sentence that has a pronoun in the subjective case.

- A Mr. Salvage thanked her for writing.
- B His letter was fascinating to read.
- C He must have spent a lot of time on that letter.

8. Write the sentence that has a pronoun in the possessive case.

- A She and Dad were so excited!
- B Her dad read the letter and wanted to read the book.
- C "Give it to me," he said.

Skill Reminder

• When you add the suffix **-tion** to a word, the spelling of the base word changes if it ends in silent **e**. • When you add the suffix **-ness**, the spelling of the base word changes if it ends in **y**.

Spelling: Suffixes
-tion and **-ness**

- Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPELLING WORDS

1. *translation*
2. *laziness*
3. *population*
4. *invention*
5. *generation*
6. *examination*
7. *situation*
8. *operation*
9. *sickness*
10. *kindness*
11. *closeness*
12. *forgiveness*
13. *pollution*
14. *imagination*
15. *education*
16. *transportation*
17. *federation*
18. *subtraction*
19. *smallness*
20. *lateness*

